

DARK HISTORY: THE AFRICAN AMERICAN EXPERIENCE IN THE UNITED STATES UNTIL 1863

An Integrated Unit Investigating How Slavery and Black Laws Led to The Underground Railroad, Civil War, Emancipation Proclamation, and Founding of Liberia

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UNIT DESCRIPTION

In this integrated language arts and studies unit, students will investigate a variety of aspects related to the African American experience in our nation's history. Using pre-selected links, students will research aspects of the slave trade, black laws, the Underground Railroad, the Civil War and Emancipation Proclamation. Then, they will share their information via a multi media project with the class in this jigsaw activity.

LESSON CONTENT SUMMARY

This is a very large issue that will be broken down into smaller sections for the purpose of time. (1) Slave Trade: This portion of the unit will be completed by the entire class to build a firm foundation on the system of slavery. The class will be broken down into partners or small groups to complete the assigned tasks which include research, graphing, mapping, and a multi-media project. Links will be posted to the class website to help streamline the process. Students will then locate information from an assortment of primary and secondary sources to determine what they will teach their classmates in this process. Using a Historical Storyboard Template and Rubric, students will plan what information they should include. The final project will be to create a video using the program Photo Story 3 (or another equivalent program, such as Windows Movie Maker, Animoto, etc.) At the end of the project, each group will show their completed video to the class.

(2) Research Jigsaw: This next segment of the unit will be conducted in small groups who choose a topic to study. Subjects of study include: a. The Prudence Crandall School and Black Laws; b. Henry Box Brown and the Fugitive Slave Act; c. Harriet Tubman and the Underground Railroad; d. Civil War and Emancipation Proclamation.

Students will be given the task of researching in partners or small groups, one of the above mentioned topics and complete tasks similar to the first project. Final projects will eventually be streamed together to create one video slide show detailing the African American experience that will be shared with other classes.

LESSON OBJECTIVES

Students will be able to:

- Identify the causes of slavery and what perpetuated the problem.
- Understand why the South was more likely to have larger numbers of slaves.
- Understand that prejudice happened all over the country, not just in the South.
- Read for information pertaining to the treatment of African Americans.
- Research information using both online and print resources.
- Identify primary sources from secondary sources.
- Identify main ideas in historical texts.
- Summarize the main ideas of historical texts.
- Identify literary elements in historical texts.
- Take notes using historical documents.
- Work collaboratively to discuss and plan a project.
- Use information from historical texts to create a graph that helps organize information.
- Use information from historical texts to color code a map.
- Save images from online resources to a folder.
- Cite sources where images and information was originally located.
- Use a multi-media program to create a digital slide show.

HISTORICAL THINKING STANDARDS

- 1A. Distinguish between past, present, and future time.
- 1F. Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 2A. Identify author or source of the historical document or narrative and assess its credibility.
- 2E. Read historical narratives imaginatively.
- 2H. Utilize visual, mathematical, and quantitative data.
- 3A. Compare and contrast differing sets of ideas.
- 3B. Consider multiple perspectives.
- 3C. Analyze cause-and-effect relationships and multiple-causation, including the importance of the individual, the influence of ideas.
- 3D. Draw comparisons across eras and regions in order to define enduring issues
- 4A. Formulate historical questions.
- 4B. Obtain historical data from a variety of sources.
- 4F. Support interpretations with historical evidence.
- 5A. Identify issues and problems in the past.
- 5C. Identify relevant historical antecedents.
- 5D. Evaluate alternative courses of action.

SOUTH DAKOTA SOCIAL STUDIES GRADE STANDARDS: GRADE 5

- **5.US.1.4. Students are able to identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865.**
- **5.US.2.1. Students are able to identify the reasons that led to the development of colonial America.**
- **5.US.2.3. Students are able to compare and contrast social, economic, and philosophical differences between the North and the South.**
- **5.G.1.2. Students are able to compare maps of different types and scales.**

- **5.G.2.1. Students are able to describe how climate and geography influenced the way of life, movement, and activities of settlers.**
- **5.E.1.1. Students are able to describe the role of trading in early United States history.**

LEARNING MATERIALS AND STRATEGIES

- **Estimated Time:** 10 sessions of 45 minutes to an hour.
- **Necessary Materials:**
 - **1 computer per group of 2-4 students.**
 - **Identifying Main Ideas Graphic Organizer –1 per student**
 - **Slavery Research Checklist--1 per student**
 - **Slavery Research Task—1 per student**
 - **Research Note Taking and Summary Sheet—1 per student**
 - **Teacher Student Historian Request—1 for teacher to read to students and post**
 - **Eyewitness Account of Slave Ship – 1 for teacher to read to students**
 - **Research Jigsaw Activity Checklist—1 per student**
 - **Literary Elements in History Checklist—1 per student**
 - **Literary Elements in History Rubric—1 per student**
 - **Historical Storyboard Template--1 per student**
 - **Historical Storyboard Rubric--2 per student**
 - **2 Stars and 1 Wish Feedback Sheet—2 per student**
 - **Links to resources posted online**

- **Resources:**

Most of the resources and attachments listed for students in this unit have been linked to the project creator's website on a page called Dark History, for ease of reference.

<http://fifthgradestoryteller.wikispaces.com/Dark+History>

SLAVERY RESOURCES

- Handler, Jerome S., and Michael L. Tuite, Junior. "The Atlantic Slave Trade and Slave Life in the Americas." Virginia Foundation for the Humanities and the University of Virginia. <http://hitchcock.itc.virginia.edu//.php> (accessed June 17, 2010).

This contains an array of primary resource images detailing some of the horrors from the slave trade.

- Massachusetts Colonization Society. *American Colonization Society and the Colony of Liberia*. Boston: Perkins and Marvin, 1832.

<http://www.archive.org/mass#page///>(accessed March 9, 2010).

This book was published by the Massachusetts Colonization Society in 1832 and contains some information about slavery that is excellent to use with students. Pages 12-13 contain powerful passages that illustrate the horrors of transporting the slaves. The table at the bottom of p. 13 gives census data about the African American population in 1830. Students can see a huge difference between the north and south. The census numbers can be especially powerful when used in conjunction with graphing and mapping skills.

- “Slaves and the Courts, 1740-1860, for Teachers.” Library of Congress.

<http://www.loc.gov/court/html> (accessed March 11, 2010).

This educational site has links to legislation during the time period stated, focusing on laws during slavery. Some of the laws mentioned include: the Slave Code for District of Columbia as well as The Arguments of Counsel in the Case of Prudence Crandall. Further pages easily accessible from this one link to those regarding State Rights and Fugitive Slave Law, Slave Trade, the Dred Scott Case, and Abolitionists.

- "U.S. History Lesson 31--Reform Crusades: Abolitionism." Monterrey Institute, Regents of the University of California

<http://www.montereyinstitute.org/courses/US%20History%20I/course%20files/multimedia/lesson31/lessonp.html?showTopic=4> (accessed March 25, 2010).

This is an incredible site for students with a movie containing primary documents as it explains the plight of the blacks who wanted to flee the United States for Africa. It gives some great testimonies to help the subject matter spring to life!

PRUDENCE CRANDALL RESOURCES

- Alexander, Elizabeth, and Marilyn Nelson. *Miss Crandall's School for Young Ladies and Little Misses of Color*. Honesdale: Word Song, 2007.

This picture book gives a brief introductory overview of what happened with Prudence Crandall and her school. The rest of the book contains poetry about different aspects of the school and events. Water color illustrations enhance the poems.

- “A Canterbury Tale: A Document Package for the Prudence Crandall Affair.” Gilder Lehrman Center for the Studies of Slavery, Resistance, and Abolition.

<http://www.yale.edu/html> (accessed May 10, 2010).

This is a quality resource with text converted from primary source documents detailing what actually transpired during the Prudence Crandall travesty. Correspondence letters from Ms. Crandall and others are included, along with sketches, a song composed in support of Ms. Crandall, legal arguments, etc. (The song lyrics are quite powerful and refer to the ACS preferring to send them to Africa.) This is a jackpot of resources for the unit as it ties directly to the American Colonization Society!

- “Determining the Facts: Reading 1-Prudence Crandall and the Canterbury Boarding School.” National Park Service. <http://www.nps.gov/html> (accessed March 18, 2010).

This is an excellent page that gives far more details about what happened with the school. It is a thorough explanation children would understand and may be some excellent material for a lesson. Be sure to check out the Inquiry Question Page-Setting the Stage. A great overview of the times is given before letting students read this information themselves.

- “Educational History: Local Resources--The Story of People and Place.” The Last Green Valley. <http://www.tlgv.org/resource-content-areas.html> (accessed March 18, 2010).

This contains links to Prudence Crandall information, as well as other activities applicable to language arts and social studies. The Primary Source Autobiography activity is a project to pursue further.

- Jurmain, Suzanne. *The Forbidden Schoolhouse: The True and Dramatic Story of Prudence Crandall and Her Students*. Boston: Houghton Mifflin, 2005.

This is a children's nonfiction book that details the story of Prudence Crandall and her school for African American girls. She was jailed for starting such a school and the community was vicious. It is an excellent way to teach about prejudice during the 1800's, thus influencing the factors that led to the Civil War.

- May, Samuel. "Some Recollections of our Antislavery Conflict." *A Canterbury Tale: The Prudence Crandall Affair from Yale's Gilder Lehrman Center*. <http://www.yale.edu//.htm> (accessed June 1, 2010).

This was originally published by Boston, Fields, and Co. in 1869. It contains the man who served as Prudence's voice and shares many troubling details. Many of the parents of the girls at the school were colonizationists.

- Poon, Chris. "Prudence Crandall (1803-1890) and Sarah Harris Fayerweather (1812-1878) How Racist Hatred Touched Two Lives." *The Providence Journal*, Spring 2006. <http://www.projo.com/bin/.pl///.htm> (accessed March 18, 2010).

This site gives a brief overview of what transpired with Prudence Crandall's school. Sarah Harris was the girl who wanted and education. This contains great illustrations of racism in the nutshell version.

- "Prudence Crandall Simulation Activity." The Last Green Valley. http://www.tlgv.org/%20Resources/%20Crandall/_crandall_simulation.doc (accessed March 18, 2010).

This is a great activity to use with children to illustrate Black Laws and the climate at the time. Prudence Crandall had a horrific experience when she tried to open a school for African American girls. Students each take a role to play in this illustration of the times.

HENRY BOX BROWN AND FUGITIVE SLAVE ACT RESOURCES

- Levine, Ellen. *Henry's Freedom Box: A True Story from the Underground Railroad*. New York: Scholastic Press, 2002.

This story about Henry Box Brown illustrates the desperation of slaves to escape slavery, as well as the people who assisted with that process. It is an excellent story that makes a powerful read aloud in a classroom setting.

- *Narrative of the Life of Henry Box Brown, Written by Himself*. Manchester: Lee and Glynn, 1851. <http://docsouth.unc.edu///.html> (accessed May 25, 2010)

This is Henry "Box" Brown's story available on line through Documenting the American South. This is the former slave's narrative of his life and how he escaped to freedom by mailing himself to Philadelphia. His testament would inspire the children's book, *Henry's Freedom Box*. It illustrates how desperate people were to escape the bondage of slavery. Pages 60-61 contain a powerful song about his courageous escape journey. Primary source images are also included in this resource.

- "The Resurrection of Henry Box Brown at Philadelphia--Lithograph." Virginia Historical Society. <http://www.vahistorical.org/.htm> (accessed May 25, 2010).

This site shows the image that was once a print by Samuel Rowse. It was created in Boston in 1850 to raise funds for Henry Box Brown's panorama, which he produced, to educate people about slavery.

HARRIET TUBMAN AND UNDERGROUND RAILROAD RESOURCES

- Adler, David A. *A Picture Book of Harriet Tubman*. New York: Holiday House, 1992.

This short story gives a great overview of Harriet Tubman's life and accomplishments, weaving in some historical events of the time. It is an excellent resource for children!

- "Harriet Tubman." *America's Story from America's Library*. http://www.americaslibrary.gov///_tubman_subj.html (accessed July 8, 2010).

Harriet Tubman receives a quick article on this page, which continues with 3 other links and powerful images if the entire set is perused. Students could use this to find primary source documents and images to better understand what transpired.

- “Harriet Tubman: Runaway Slave & Underground Railroad Conductor.” American Civil War. http://americancivilwar.com/_tubman.html (accessed July 8, 2010).

This site gives a comprehensive overview of Harriet Tubman and her work on the Underground Railroad. It contains some photos and images as well.

- Stroud, Betsy. *The Patchwork Path: A Quilt Map to Freedom*. Cambridge: Candlewick Press, 2005.

This picture book tells the story of how slaves used quilts to communicate on the Underground Railroad. The history behind the narrative is detailed in the back. It is a delightful resource!

- Winter, Jeanette. *Follow the Drinking Gourd*. New York: Alfred A. Knopf, 1988.

This beautiful story details how a white carpenter worked in the fields in the summer, teaching slaves a seemingly harmless song, entitled Follow the Drinking Gourd. However, the lyrics, would tell them the way to freedom on the Underground Railroad, and the “drinking gourd” actually referred to the Big Dipper. It is a wonderful story of courage by both slaves and conductors.

CIVIL WAR AND EMANCIPATION PROCLAMATION RESOURCES

- “America’s Reconstruction: People and Politics after the Civil War.” Digital History. <http://www.digitalhistory.uh.edu//.html> (accessed May 25, 2010).

This site details the time period after the Civil War. It incorporates primary documents such as the Emancipation Proclamation, the 13th Amendment abolishing slavery, historical photographs, sketches, etc. It is very well done for students.

- “Civil War Primary Documents, Personal Diaries, Journals, Letters, Cartoons, Art, Images, Poetry, Literature, and Music.” Teacher Oz’s Kingdom of History. http://www.teacheroz.com/_War_Documents.htm (accessed June 28, 2010).

This site is a compilation of links to a treasure trove of primary documents regarding the Civil War. Compiled by a teacher, they are geared toward students.

- “The Emancipation Proclamation: Freedom’s First Steps.” EdSITEment. http://edsitement.neh.gov/_lesson_plan.asp?id=290 (accessed May 25, 2010).

This site gives a detailed lesson plan for teachers to help students understand the Emancipation Proclamation.

- Greene, J. L., and D. A. French. “’63 is the Jubilee.” American Memory from Library of Congress. <http://hdl.loc.gov/.rbc/.scsm0060> (accessed May 26, 2010).

This is a song about the Emancipation Proclamation as sung from the slaves’ perspective. It is a good illustration of dialect, and tells its own story.

- “Teaching with Documents: The Fight for Equal Rights: Black Soldiers in the Civil War.” National Archives. <http://www.archives.gov///civil-war/> (accessed July 8, 2010).

This tells the story of how black soldiers came to fight in the Civil War. Each blue link on the page leads to more primary sources, be it a photograph, or another page of links for more information. It is very well done.

AMERICAN COLONIZATION SOCIETY AND FOUNDING OF LIBERIA RESOURCES

- “Colored Man’s Opinion of Colonization Song.” *The Anti Slavery Picknick* from Library Of Congress. <http://www.loc.gov/lll/jpg> (accessed June 17, 2010).

This site contains an image of a song from a book entitled *The Anti Slavery Picknick*. Pages 106-107 contain the music and lyrics as to how the average black person felt about colonization to Africa. It was part of an abolitionist publication. These lyrics speak volumes.

- Jay, William. *An Inquiry into the Character and Tendencies of the American Colonization Society and Anti-Slavery Societies*. New York: Leavitt, Lord, and Co., 1835. <http://www.archive.org/jayw> (accessed March 10, 2010).

This book is a good reference point because it gives an opposing view to the usual optimistic outlook of American Colonization Society annual reports and their publications. It includes some racist information regarding comments by some members at assorted meetings as well as listing specific state laws that infringe upon African American rights. It is a different perspective from the same time period as ACS literature.

- Judson, Andrew T. “Appeal to the American Colonization Society (March 22, 1833) published in *Fruits of Colonization*, 1833.” Gilder Lehrman Center for the Study of Slavery, Resistance and Abolition. <http://www.yale.edu/amlahm/judson.htm> (accessed May 10, 2010).

This is the document that Andrew T. Judson sent the American Colonization Society when he wanted the organization’s support to NOT allow Prudence Crandall to open a school for free black girls in Connecticut. It is part of the Gilder Lehrman Center’s section entitled, *A Canterbury Tale: A Document Package for the Prudence Crandall Affair*. This ties the ACS directly to Prudence Crandall.

- Massachusetts Colonization Society. *American Colonization Society and the Colony of Liberia*. Boston: Perkins and Marvin, 1832. <http://www.archive.org/mass#page/11> (accessed March 9, 2010).

This book was published by the Massachusetts Colonization Society in 1832. It contains information about the American Colonization Society as well as some information about slavery. Pages 12-13 contain powerful passages that illustrate the horrors of transporting the slaves. The table at the bottom of p. 13 gives 1830 census data about the African American population. Students can see a huge difference between the north and south. The census numbers can be especially powerful when used in conjunction with graphing and mapping skills.

- Reef, Catherine. *This is our Dark Country: The American Settlers of Liberia*. New York: Clarion Books, 2002.

This is an excellent reference, geared for intermediate age children. It contains information on the founding of Liberia, delving into details about slavery, Jim Crow laws, and African American treatment in the South. It is an eye opening book with primary resources such as photographs, sketches, portraits, and maps, used throughout.

DIGITAL TOOLS

- “Create a Graph.” Kids’ Zone: Learning with National Center for Education Statistics. <http://nces.ed.gov/ipeds/data/nces.asp> (accessed June 27, 2010).

Create a Graph is an excellent digital tool in which students can make different types of graphs! It is easy to use and gives students an instant visual.

- “Document Analysis Worksheets.” National Archives. <http://www.archives.gov/education/worksheets/> (accessed May 28, 2010).

The National Archives contains a Document Analysis Worksheets for photographs, sound recordings, maps, artifacts, posters, cartoons, and documents. These are an excellent history resource.

- Bodin, Stacy, and Jude Dubois. “Online Tool: Four Square Writing Method.” Vermilion Parish School Board. http://www.vrml.k12.la.us/four_square_writing_method/ (accessed July 7, 2010).

This is a great way to get kids to use a digital graphic organizer that assists them in creating paragraphs containing topic sentences. It has been adapted from the Four Square Writing Method.

- “Map Maker Utility.” Texas A & M University. <http://monarch.tamu.edu/~maps2/.htm> (accessed June 28, 2010).

Color-code your own maps using this electronic program. This helps students create visuals to make meaning out of data!

PHOTO STORY 3 RESOURCES

- "Digital Storytelling: Blank Slides." Jake's Online Collection. <http://www.jakesonline.org/blankslides.htm> (accessed July 10, 2010)

This link contains blank color slides to insert as jpegs into Photo Story 3. This way, text can be easily added without getting lost over a picture.

- "Microsoft Photo Story 3 for Windows." Microsoft. <http://www.microsoft.com/windowsxp/using/digitalphotography/PhotoStory/default.mspx> (accessed July 10, 2010).

Here is the link from where Photo Story 3 can be legally downloaded for free!

- "Photo Story How To's." Liz Garretson's Website. <http://www.garretson.k12.sd.us/tie2008/photostory2.htm> (accessed July 10, 2010).

This is an excellent resource put together by technology specialist, Liz Garretson, of Garretson School District. It is a wonderful place to find assistance when using Photo Story 3.

FURTHER RESEARCH

- Douglass, Frederick. *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself*. Boston: Anti-Slavery Office, 1845. <http://utc.iath.virginia.edu//.html> (accessed June 27, 2010).

This page includes some primary source images as well as Frederick Douglass' narrative of his life. It details some atrocities he experienced as a slave that led him to flee, risking his life. This is part of the collection known as Uncle Tom's Cabin and American Culture: A Multi Media Archive that is hosted by the University of Virginia.

- King, Martin Luther, Jr. "Examples of Jim Crow Laws." University of Dayton School of Law. <http://academic.udayton.edu///.htm> (accessed May 25, 2010).

This site details many examples of how African Americans were treated differently from others. The extent of segregation comes to life here.

- "Photographs of Signs Enforcing Racial Discrimination." Library of Congress. http://www.loc.gov/_disc.html (accessed June 28, 2010).

This website hosts historical photographs in black and white that detail difference rules for different races. (Examples: See a toilet marked "White Ladies Only" or a hotel that designates "For colored only")

- Stowe, Harriet Beecher. *Uncle Tom's Cabin*. Boston: J.P. Jewitt, 1852. <http://utc.iath.virginia.edu//.html> (accessed June 27, 2010).

This online book is part of the University of Virginia's collection Uncle Tom's Cabin and American Culture collection. This site also contains links to spirituals and hymn mentioned in the text.

- "Teaching with Documents: The Amistad Case." National Archives. <http://www.archives.gov/> (accessed July 8, 2010).

This site details the 1839 incident of slaves who were being transported from Sierra Leone, Africa to Cuba. The slaves led a successful revolt, killed their captain, and ordered the crew to change course. They ended up in American waters off the coast of Long Island, NY. At that time, the ship was brought to the USA. Here they were put in jail and then on trial to decide if they should be given back to the plantations in Cuba or taken back to Sierra Leone.

- **Assessment:**

Checklists and rubrics will be used throughout this unit. Rubrics will be the assessment at the end, and checklists will help guide students in completing the multiple tasks necessary.

- **Slavery Research Checklist**
- **Research Jigsaw Activity Checklist**
- **Literary Elements in History Checklist**
- **Literary Elements in History Rubric**
- **Digital Slide Show Rubric (used twice)**
- **2 Stars and 1 Wish Peer Feedback Sheets**

INSTRUCTIONAL PROCESS

UNIT PLAN

This unit will focus on the treatment of African Americans in our country, as tied directly into our social studies standards. It is an integrated unit, designed to take place during language arts, math, and social studies times, thus time frame are designated as periods rather than days as more than one segment could take place on the same day. Primary and secondary sources will be utilized and an assortment of print and online resources will be consulted as well.

PERIOD 1: INTRODUCTION & SLAVERY RESEARCH

Time: 45 minutes to 1 hour

Watch the video clips about female education in Afghanistan. Students will be given a worksheet entitled, "Identifying Main Ideas". There they will write the ten most powerful words or phrases from the brief video clip. They will write a brief summary of main ideas. Then, they will be asked: Could that ever happen here in the USA? They will write down their thoughts on the back of the paper, and then talk about it with their group. Students will share their group's responses in a class discussion.

Next, read the Wanted: Student Historians document that gives the students a task. To initiate the slavery study, students will view a video clip containing primary sources, entitled "U.S. History Lesson 31--Reform Crusades: Abolitionism." Then they will break up into groups to research with classmates, using links that have been identified as containing quality material. Students will each take notes in Research Note Taking handout, or via the electronic tool, entitled Four Square Writing Method Template. They will also note what they consider powerful visuals. After their research is completed, students will be responsible for writing a summary.

PERIOD 2: ONLINE SLAVERY RESEARCH CONTINUED

Time: 45 minutes to 1 hour

To introduce Period 2, use the handout entitled Eyewitness Account of a Slave Ship. This document contains a brief yet powerful narrative from the 1800's of a captain who came upon a slave ship. Have students listen to the paragraph while posted on an interactive white board, or pass out handouts for them to follow along. Students should have access to rulers to measure the height of 30 inches on their desk. Have them get down and see how well they would fit into This will illustrate how confined the spaces were in which the captured Africans had to travel for weeks and months at a time. Imagery can be discussed in this passage as well. Once this has been done, pass out the Slavery Research Task template, in which students identify powerful images and what they communicate. Students continue working on their research using computers.

PERIOD 3: 1830 CENSUS GRAPHING ACTIVITY

Time: 30-45 minutes

Students will look at 1830 Census data regarding the African American population by state. They will convert the information into a graph, using Create a Graph, a simple online graphing website. They will need to decide how they will present the data and what type of graph they should make. Next, they will use a mapping tool to color code free and slave states. Using this visualization tool, students will see a visual difference. (Note: Groups are tasked with figuring out how they will be sure to include all 27 states on their graphs. They may need to divide and conquer.) Students will need to save their work to a folder to have an image. They need to email themselves a link to what they created, or save the website address in case they need to edit any information for errors. The final image will be used in the slide show to demonstrate their knowledge.

PERIOD 4: 1830 MAPPING ACTIVITY

Time: 30 minutes

Once again using the 1830 Census data from the previous class, students will color code a map. If the state had more free blacks than slaves, it was a free state and should be coded one color. If the state had more slaves than free blacks, it is to be coded a different color and designated a free state. Once this is done, students will once again be able to visually see the difference between North and South. (Note: If students have color coded the states in the census, West Virginia should come out white. Students will have to figure out why West Virginia was not included (as it was not yet a state). They can find information online and discuss how to mark it as a group. They will need to support their decision with evidence of their thinking. Students will need to save their final image to a folder so they can put it in their slide show for impact.

PERIODS 5 & 6: DIGITAL SLIDE SHOW

Time: 45 minutes to 1 hour

Following the summary, graphing, and mapping activities, students will then complete a digital storyboard handout to plan their culminating project: a historical video slide show composed of text and

primary source images. They will use a program free to anyone, Photo Story 3, to create a slide show much like the initial video clip they watched at the beginning of the unit.

Students will first discuss what aspects of slavery they think are the most important to be shared with the class. They will also talk about what images were the most helpful. Together, they will decide on visuals to use in their show. Then, they will plan the text. This is an excellent activity to do during writing time, as students can brainstorm general ideas and then revise to make the story come to life. Revisions can easily be written on the back of the sheet. (NOTE: For best quality, one period of writing is recommended for initial planning. The second Period is for revision, word choice, etc.)

To ease the flow of this project, it is recommended that the text portion be typed into a Word Document first, to check spelling, then cut and paste into Photo Story 3. Once all the text has been completed, students can then save photos into a folder. At the same time they are saving photos, show them how to copy the websites directly into a word document for the resource page as well as putting the title of the website on the Resource page. Students will then add appropriate images (photos, pictures of documents, historical cartoons, song sheets, posters, advertisements, etc.) Once their video project is complete and has been edited, each group will check for accuracy of information along with proper conventions.

PERIOD 7: SLAVERY VIDEO PRESENTATION SHARE

Time: 45 minutes to 1 hour

Students will share slavery slide show at the end of the unit. Those who do top quality work will have their slide shows posted on the class website.

PERIOD 8: RESEARCH JIGSAW ACTIVITY

Time: 45 minutes to 1 hour

Next, students will choose from the topics below to decide what they would like to further research:

1. *The Prudence Crandall School and Black Laws*
2. *Henry Box Brown and the Fugitive Slave Act*
3. *Harriet Tubman and the Underground Railroad*
4. *Civil War and Emancipation Proclamation*
5. *American Colonization Society and the Founding of Liberia (for advanced students)*

Students will once again work in small groups, albeit in those they choose. Each will complete research and note taking sheets, using both online and print resources. Then, as a group, they will once again choose what images to include in a digital slide show about the subject they are studying. These will be presented to the class to teach each other about these new subjects of expertise that also deal with the African American experience. Follow the guidelines set forth in the Slavery slide show project to complete this task. Remind students to save their work as a PROJECT so that at the end of the unit, all slide shows may be put together into one.

PERIOD 9: RESEARCH CONTINUED

Time: 45 minutes to 1 hour

Distribute the Research Note Taking Sheets per student. Students will be required to take note individually or in partners.

PERIOD 10: LITERARY ELEMENTS IN HISTORY

Time: 45 minutes to 1 hour

Distribute the Literary Elements in History Checklist and Rubric to each child. Instruct students that they are required as a group to turn in a paragraph about each literary element. Students are to work on identifying literary elements in the historical events that they studied.

PERIOD 11: DIGITAL SLIDE SHOW PLANNING

Time: 45 minutes to 1 hour

Distribute the Digital Storyboards Template. Groups will plan their presentation, focusing on text first, then images. If images are located, students need to save them to a folder, noting the exact website address where it was located.

PERIOD 12: DIGITAL SLIDE SHOW TEXT

Time: 30 to 45 minutes

Students will revise their text to ensure it is correct, using excellent word choice. Then, they will type up text only in the Word Document, History Slide Show Template.

PERIOD 13: DIGITAL SLIDE SHOW-- PHOTO STORY 3

Time: 1 Hour

Students will cut and paste text from History Slide Show template and insert into Photo Story 3 (or other multi-media program). Then, they will insert appropriate photos to go with it.

PERIOD 14: CLASS PRESENTATIONS

Time: 45 minutes to 1 hour

During class presentations, students will rate themselves with a rubric, as will the teacher. The class will also be required to give feedback using the 2 Stars and 1 Wish Handout. They tell each group 2 things they did well and include one suggestion to make their presentation better. Their final critique is deciding if a slide show has earned the right to be included in the Dark History Theater presentation to other classes, preferably in January, near Martin Luther King, Jr. Day.